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EVALUATION REPORT 1974

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MONTANA MIGRANT CHILDREN'S EDUCATION PROGRAM

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Prepared by the
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PREFACE

The task of evaluation is to provide information for decision-making. To be useful, the information provided must be relevant; as such, my staff and I view the goals of a program as the most useful organizational scheme for constructing an evaluation design. Accordingly, this report is organized to provide some evaluative information regarding each goal of the Montana Migrant Children's Education Program. Presentation of the information is followed by discussion and recommendations for future sessions of the program.

This evaluation of the Migrant Children's Education Program was conducted by the staff of the Research, Planning, Development and Evaluation component in my office. Dr. Robert Lehman, Dr. Barbara Brandes, Dr. Bill Connett, Mr. Art Foran, Mr. Bill Glasscock and Ms. Pam Jones participated in the planning and data collection phases of the evaluation. Ms. Rita Brownlee, Reading and Assistant Elementary Education Supervisor in my office, also assisted with data collection. The data analysis and report preparation were coordinated by Dr. Brandes. Mr. Dean Lindahl, ESEA Title I Supervisor in my office, has responsibility for administering the Montana Migrant Children's Education Program at the state level.

In publishing this report, we trust that the results will be useful for decision-makers at all levels—federal, state and local—in maintaining and improving the quality of educational services available to migrant children and families while they are in Montana.

DOLORES COLBURG
Superintendent of Public Instruction

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INTRODUCTION

The Montana Migrant Children's Education Program (MCEP) has been in operation for eight years serving the needs of the children of migrant agricultural workers who spend part of the year in Montana. The Migrant Children's Education Program is supervised by the ESEA Title I supervisor in the Office of the Superintendent of Public Instruction. Operation and administration of the program are contracted to School District No. 2 in Billings, Montana. The program is conducted in nine schools located along 350 miles of the Yellowstone River valley. Communities participating in the program are Billings, Fairview, Fromberg, Glendive, Hysham, Sidney, Terry and Worden. The program serves the educational, nutritional and health needs of the children of migrant agricultural workers during the approximately 40 days which they spend in Montana between late May and early July.

This report contains evaluative information regarding the operation of the Montana Migrant Children's Education Program during the summer of 1974.

GOALS FOR MIGRANT EDUCATION

The Migrant Children's Education Program is designed to meet the educational, nutritional and health needs of the children of migrant agricultural workers. Goals for the program have been established at the national level with more specific focus for local operation provided by state goals.

National Goals

A Legislative Mandate for Migrant Educators

"To establish programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."

To carry out this mandate the following national goals for migrant education were established:

Goal 1. Communication Skills

Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

Goal 2. Preschool and Kindergarten

Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

Goal 3. Academic Disciplines

Provide specially designed programs in the academic disciplines (language arts, math, social studies) and other academic endeavors that will increase the migrant child's capabilities to function at a level concomitant with his potential.

Goal 4. Social Growth and Interaction Skills

Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

Goal 5. Pre-Vocational and Vocational Skills

Provide programs that will improve the academic skills, pre-vocational orientation and vocational skills training for older migrant children.

Goal 6. Cultural Understanding

Implement programs, utilizing every available federal, state and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Goal 7. Exchange of Student Data Base

Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

Goal 8. School-Community-Migrant Communications

Develop communications involving the school, the community and its agencies and the target group to insure coordination of all available resources for the benefit of migrant children.

Goal 9. Health Services

Provide for the migrant child's physical and mental well being by including dental, medical, nutritional and psychological services.

Goal 10. Home-School Coordination

Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

Goal 11. Teacher Inservice and Preservice

Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

Montana State Goals

The following state goals for the Montana Migrant Children's Education Program were established for the summer of 1974. These goals were developed by the Billings Supervisor of Migrant Education and the directors of the nine project sites in consultation with the Research, Planning, Development and Evaluation (RPDE) Component in the Office of the Superintendent of Public Instruction.

Goal 1. Basic Skills

The directors will direct the staff's philosophy and efforts toward instruction in basic skills. (The teachers will evaluate each child's instructional level in the basic skills and provide instruction at that level.)

Goal 2. Child's Social and Self-Image

The migrant staff will work to improve the migrant children's social and self-image.

Goal 3. Career Awareness Skills

The migrant staff will develop a career education program and expose children to it.

Goal 4. Bilingual Instruction

The migrant staff will research, develop and use bilingual instructional materials to encourage student participation in learning activities at all levels.

Goal 5. Community Understanding

The migrant staff will continue the development of community understanding of the problems and needs of migrant children.

Goal 6. Comprehensive Health Program

The migrant school nurse will coordinate, supervise and provide optimum health care for children in the migrant school through observation, education, exams, immunizations and follow-up care. She will assist teachers as a health educator resource and provide information to parents in relation to the purpose and importance of obtaining adequate health care.

Goal 7. Parental Involvement

The migrant staff will encourage the involvement of parents in the migrant program and will communicate to the parents the activities of the school.

Goal 8. Parental Evaluation

The migrant program will seek parental evaluation of the school program.

Goal 9. Staff Improvement

The state supervisor and project directors will better prepare each migrant staff to meet the needs of the migrant children through:

1) inservice training for teachers, directors and aides,

2) inter-project visitations,

3) home visitations,

4) specifying individual job descriptions and qualifications,

and

5) insuring that teachers prepare lesson plans at least one day prior to the lesson.

Goal 10. Staff Awareness

Project directors will provide a program to increase staff awareness of migrant culture, life styles and problems of the migrant people by:

a) the use of experienced staff members in group activities, and

b) development of appreciation of migrant culture by exposure to migrant life styles.

Goal 11. Cooperative Learning Activities

The migrant instructional staff members will each plan and conduct cooperative learning activities in their classes as evidenced by daily lesson plans and by administrative classroom visitations.

Goal 12. Continuity in Curriculum

The state supervisor and project directors should maintain continuity in curriculum throughout the nine projects.

Relationship Between National and State Goals

The relationship between national and state goals is depicted in Table 1. In Table 1 the goals are segregated according to whether their emphasis is primarily "instructional" or "supportive." Instructional goals are those which pertain mainly to changes in students' proficiencies and attitudes. Supportive goals are those which are intended primarily to facilitate the attainment of instructional goals.

The Montana state goals for migrant education are closely related to the national goals. In many instances the state goals essentially reiterate those general goals established at the national level. In a few instances there was definite affirmation of national goals without explicit reiteration. For example, the Montana state goals do not include a separate statement pertaining to preschool education. Nevertheless, the Montana MCEP did expend much of its resources on a day care and preschool program during the 1974 session.

The Montana state goals contain a few additional statements which extend beyond the national goals. A strong emphasis is placed upon both bilingual and individualized approaches to instruction. These approaches were intended to subsume all of the instructional goals of the program.

PROGRAM DESCRIPTION

The Montana Migrant Children's Education Program is comprised of educational, health and nutritional services to the families of agricultural workers during the time that they are in Montana. The educational/instructional services include basic skills, career education and avocational skills. During the 1974 session day care and preschool services were provided at all project sites. A secondary program was operated at the Fairview site.

Health services include health care, health education and physical education. Nutritional services consist of providing meals to students.

Additional services supporting the program include transportation, community-school communication, inservice training, student accounting and evaluation.

Table 1a

Montana Migrant Children's Education Program

NATIONAL and STATE GOALS

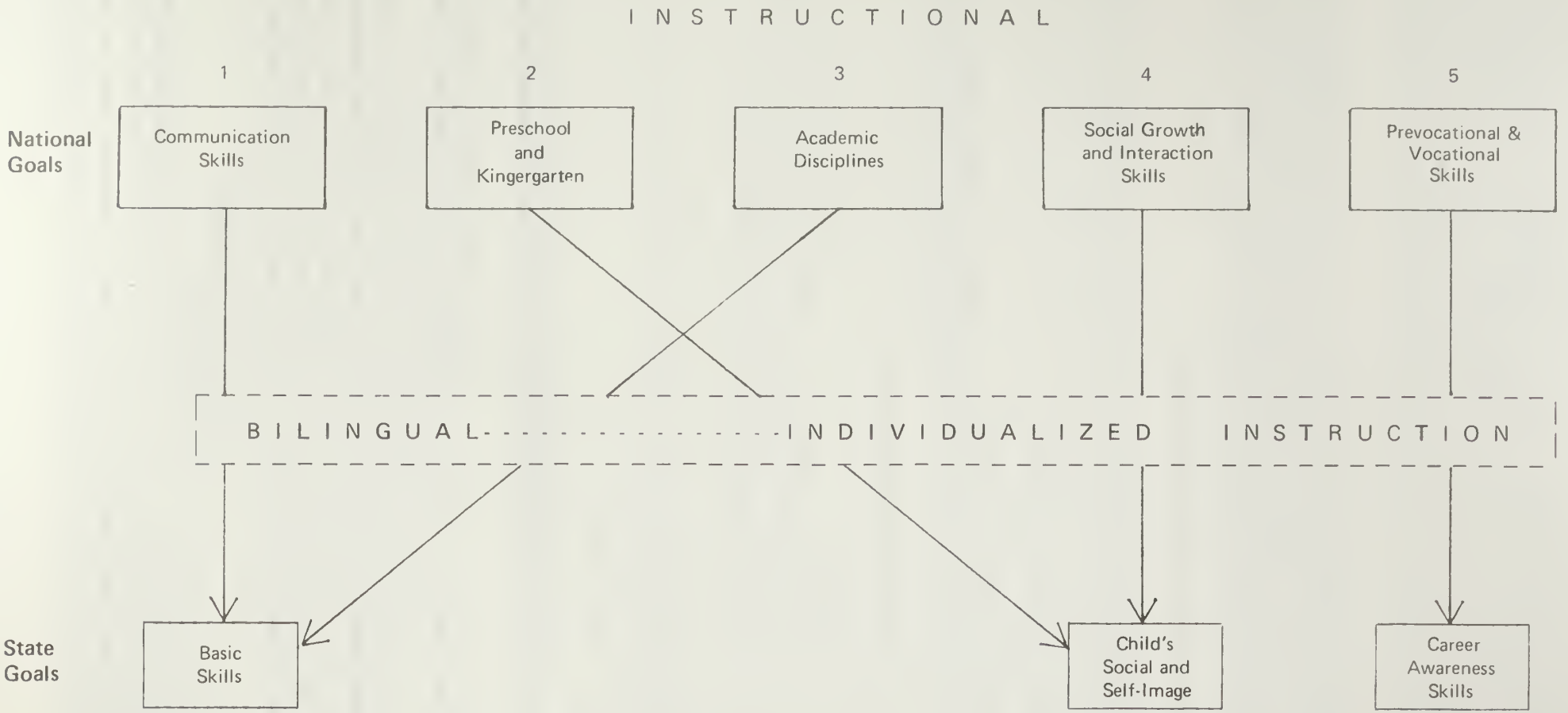
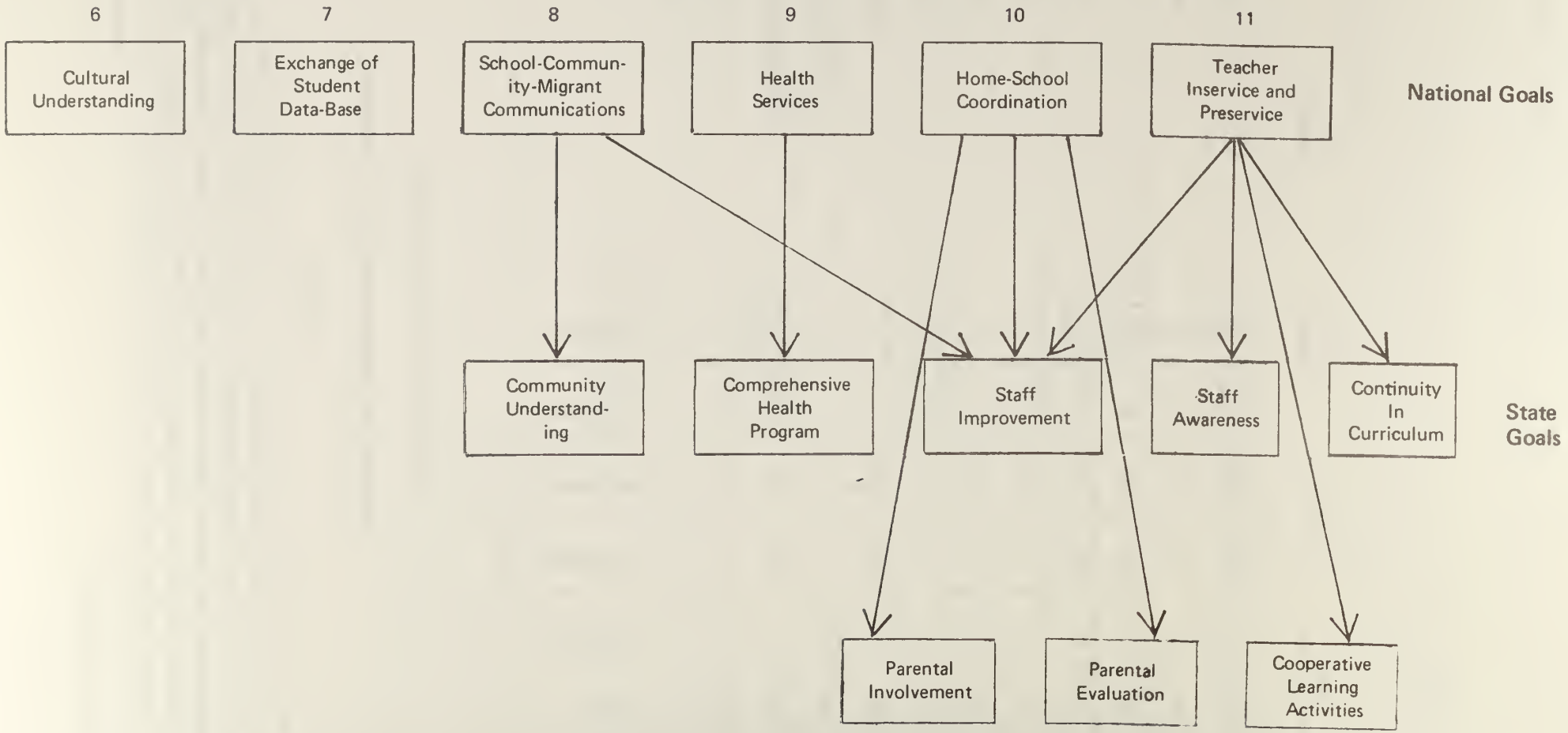


Table 1b

Montana Migrant Children's Education Program

NATIONAL and STATE GOALS



Program Participants

One thousand two hundred sixty-three young people participated in the Montana MCEP during 1974. Participants ranged in age from one month to over 21 years. The distribution of participants by level of instruction is presented below.

Table 2

Distribution of Students by Level of Instruction

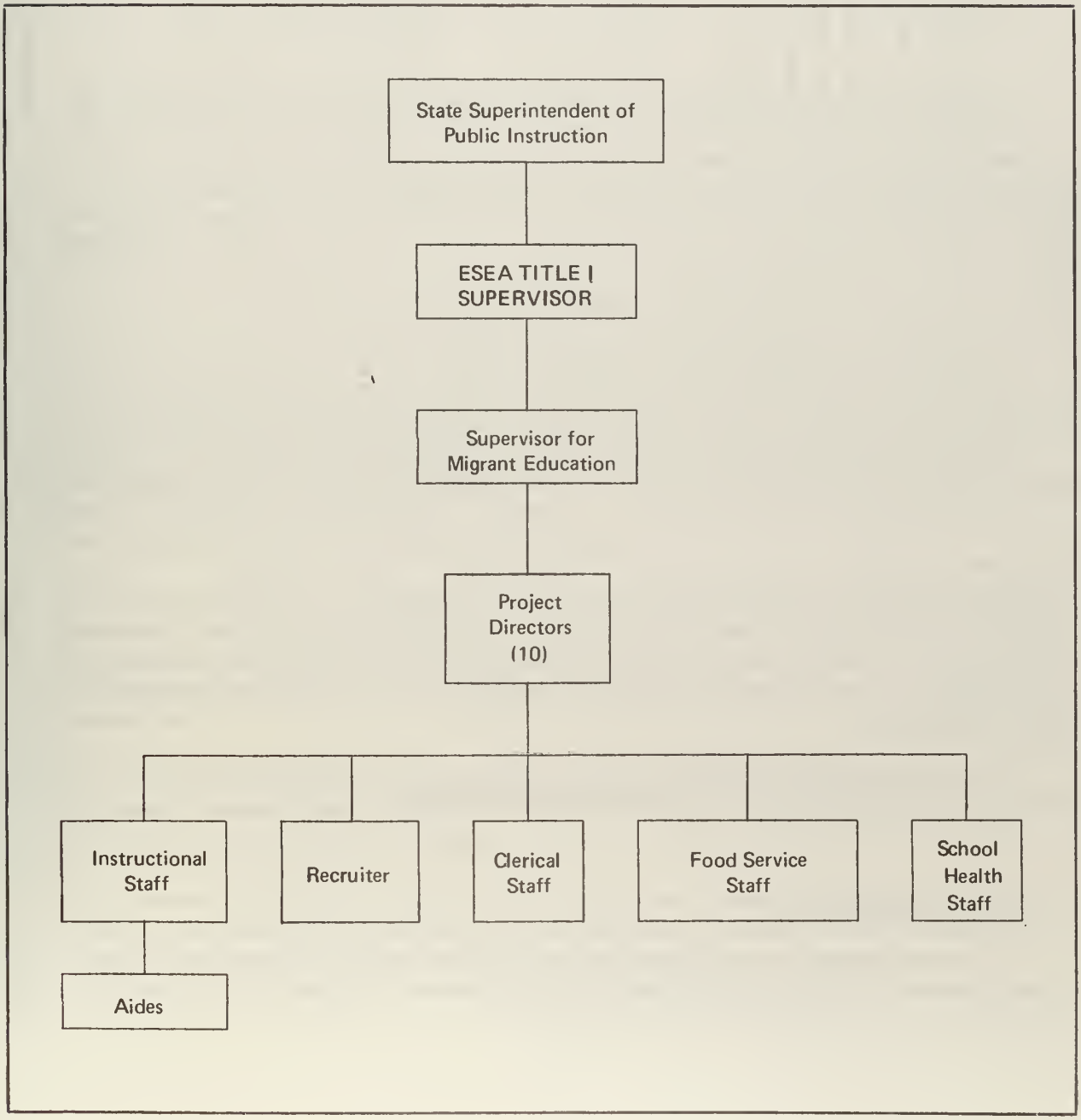
Project	Day Care	Kindergarten	Elementary	Junior High	Secondary	TOTAL
Billings	21	19	40	2	0	82
Fairview Elementary	70	60	97	16	0	243
Fairview Secondary	0	0	0	0	144	144
Fromberg	18	22	34	13	9	96
Glendive	12	19	64	1	0	96
Hysham	27	21	71	11	9	139
Kinsey	11	13	28	11	0	63
Sidney	27	31	107	22	0	187
Terry	33	19	48	13	12	125
Worden	19	13	41	15	0	88
TOTAL	238	217	530	104	174	1,263

Program Organization

The Superintendent of Public Instruction has delegated the responsibility for program supervision to the state ESEA Title I supervisor in her office. Operation and administration of the program are contracted to School District No. 2 in Billings, Montana. The Billings supervisor employs a project director for each of the nine project sites. Project directors are responsible to the Billings supervisor for program management at each of the nine project sites. The organizational chart is shown below.

Table 3

Organization Chart for the MCEP



The distribution of staff for the nine project sites during 1974 is depicted in Table 4.

Table 4

STAFFING PATTERNS OF LOCAL PROJECTS IN THE MONTANA MIGRANT CHILDREN'S EDUCATION PROGRAM

	INSTRUCTION												SUPPORTING SERVICES						
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s
PROJECT	Project Director	Arts & Crafts	Home Economics	Language Arts	Mathematics	Music	Physical Education	Preschool	Science	Shop	Career Education	Secondary Program	Nurse	Recruiter	Record Transfer Clerk	Secretary	Aides	Food Service	TOTAL
Billings	1	1		2		1	1	2			1		1	1	1	1	10	3	26
Fairview**	2	1	1	2	1	1	2	5	1		1	8*	2	3		2	29	6	67
Fromberg	1	1	1	2		1	1	2		1			2	1	1	1	10	2	27
Glendive	1			5				2					1	2		1	8	2	22
Hysham	1	1		1	1	1	1	2			1		1	1		1	9	3	24
Kinsey	1	1		2			1	1					1			1	5	2	15
Sidney	1	1	1	2	1	1	2	4		1	1		1	1		1	22	3	43
Terry	1	1		1	1	1	1	2		1			1	3	1	1	8	2	25
Worden	1	1	1	1	1	1	1	2			1		1	1		1	14	2	29
	10	8	4	18	5	7	10	22	1	3	5	8	11	13	3	10	115	25	
Sub-Total (a)	10								Sub-Total (b-l)			91				Sub-Total (m-r)		177	
																	TOTAL		268

*Includes the following instructors:

Home Economics (1)
Physical Education (1)
Shop (2)
Humanities (1)
Driver Education (1)
Business Education (2)

**The support services figures for Fairview include the secondary program personnel.

Funding and Expenditures

The source of funding for the Migrant Education Program is Public Law 89-750, Title I of the Elementary and Secondary Education Act, as amended. The amount of funding for Montana for the 1974 fiscal year was $851,300.

Description of Services

The basic curriculum at each site during 1974 consisted of language arts, mathematics, arts and crafts, music and physical education. Several project sites offered instruction in career education, home economics, shop and science. A day care and preschool program was offered at each of the nine sites. A secondary program was operated at the Fairview site. Course offerings in the secondary program were humanities, home economics, physical education, shop, driver education and business education.

Health care and health education are made available to students at all project sites. Medical and dental needs are identified and given prompt attention. School nurses provide formal instruction to students individually and in group settings. The nurses instruct parents informally during home visitations.

The food service consists of daily breakfasts, lunches and snacks for students in the elementary and preschool programs. Dinners were provided for students in the secondary program. Meals are planned to exceed minimum nutrition requirements.

The community-school services consist of recruiting, home-school communication and public information. Recruiters meet the families as they arrive in Montana, encourage parents to enroll their children and provide basic program information. Recruiters continue to serve as links between home and school throughout the program. Other home-school communication activities include staff visits to homes, nurse contacts and Parents' Day.

EVALUATION DESIGN AND PROCEDURES

The evaluation of the Montana MCEP was designed and conducted by the Research, Planning, Development and Evaluation Component (RPDE) of the Office of the Superintendent of Public Instruction. For each goal of the program one or several indicators were identified which would provide evidence regarding the attainment of the goal. These indicators were not intended to furnish exhaustive information on the successes and failures of the program. However, the indicators should be regarded as the best available evidence pertinent to each program goal.

In the area of *basic skills,* a decision was made to focus on the reading proficiency of the elementary level students. Accordingly, pretest and posttest administrations of the Metropolitan Reading Achievement Test were planned. Degree of implementation of *individualized instruction* as an instructional technique was assessed through classroom observation.

For the goal of improving the child's *self-image* pretest and posttest administrations of a self-esteem inventory were planned to assess the impact of the program upon the self-concepts of elementary level students.

In the assessment of *career awareness skills,* high school students were selected as the target for the assessment. A test was selected which would sample the career planning skills of these students before and after their participation in the high school program.

In the evaluation of the *preschool program,* emphasis was placed on developmental changes in students during the program. Developmental level rating scales were designed by the Institute for Development of Human Resources (IDHR) to measure a small sample of the behavioral objectives of the preschool program.

Classroom observation was selected as the technique to determine successful implementation of *bilingual instruction* in the elementary and secondary programs.

Community understanding of the MCEP was assessed by means of interviews conducted with a small sample of townspeople in the various communities. Information pertinent to this goal was also available through the reports from project directors.

Information on the *health and nutritional services* was obtained through the reports of the project nurses and an audit of the nutritional services at several project sites.

The extent of *parental involvement* was reported by project directors. *Parental evaluation* of the program was determined through parents' responses to an evaluation survey.

Staff improvement was measured through classroom observations, inspection of lesson plans and a school sentiment scale designed to assess students' feelings about the program. The rationale for use of the school sentiment scale is that the final criterion for success of staff efforts would be to have students who are comfortable and happy at school. *Staff awareness* of migrant culture was evaluated through the Billings Supervisor's report of activities planned to increase staff awareness of migrant culture, life styles and problems.

The implementation of *cooperative learning activities* was estimated through inspection of lesson plans. *Continuity in curriculum* throughout the nine project sites was investigated through an inventory of curriculum guides provided for the program.

Each indicator as well as expectancies regarding program outcomes is described below in Table 5.

Table 5

INDICATORS DESIGNED TO ASSESS ATTAINMENT OF GOALS

GOAL	INDICATOR	EXPECTANCY
Basic Skills	Metropolitan Reading Achievement Test, Primary 1	Reading scores of elementary students should significantly increase during the summer session.
	Classroom Observation	Teachers should provide individualized instruction.
Self-Image	Self-esteem Inventory developed by RPDE. This test has an internal consistency reliability of .73 with the migrant population. (See Appendix A-1)	Self-esteem scores of elementary students, age 9 and older, should significantly increase during the summer session.

GOAL	INDICATOR	EXPECTANCY
Career Awareness Skills	New Mexico Career Planning Test	Career Planning scores of secondary students should significantly increase during the summer session.
Preschool Program: Infants	Observer rating of child's developmental level developed by IDHR. This scale has an internal consistency reliability of .72. (See Appendix A-2)	Development scores of infants (1 mo. - 18 mo.) should significantly increase during the summer session.
Preschool Program: Toddlers	Observer rating of child's development level developed by IDHR. This scale has an internal consistency reliability of .67. (See Appendix A-3)	Development scores of toddlers (19 mo. - 4 yr.) should significantly increase during the summer session.
Preschool Program: Preschoolers	Observer rating of child's developmental level developed by IDHR. This scale has an internal consistency reliability of .64. (See Appendix A-4)	Development scores of preschoolers (4 yr. - 6 yr.) should significantly increase during the summer session.
Bilingual Instruction	Classroom Observation	Migrant staff will use bilingual instructional materials.
Community Understanding	Interviews	Community residents should demonstrate knowledge and positive attitudes toward the Migrant Education Program.
	Project Directors' Reports	Community residents should attend functions sponsored by the Migrant Education Program.
Comprehensive Health Program	Nurses' Reports	Nurses should provide optimal health care. Nurses should provide health education to students and parents.
	Food Services Audit	Migrant Education Program should provide nutritious and attractive meals.
Parental Involvement	Project Directors' Reports	Migrant parents should be involved in school activities.
Parental Evaluation	Parental Evaluation Survey (See Appendix A-5)	Migrant parents should report that their children like the school, that their children are learning in school, and that the Montana school compares favorably with schools in other states.
Staff Improvement	Classroom Observation and Lesson Plans	Migrant teaching staff should use bilingual and individualized instruction.
	School Sentiment Scale developed by RPDE. This scale has an internal consistency reliability of .66 with the migrant population. (See Appendix A-6)	School Sentiment Scores of elementary students should reflect a positive attitude toward the Migrant Education Program.
Staff Awareness	Report from State Supervisor	Migrant staff should participate in activities to increase their awareness of migrant culture, life styles and problems.

GOAL	INDICATOR	EXPECTANCY
Cooperative Learning Activities	Lesson Plans	Migrant instructional staff should conduct cooperative learning activities.
Continuity in Curriculum	Curriculum Guides	State Supervisor and project directors should maintain continuity in curriculum throughout the nine projects.

EVALUATION RESULTS

Basic Skills

The evaluation design called for pretest and posttest administrations of the Metropolitan Reading Achievement Test to elementary level students age nine and older. On the advice of the reading consultant to the MCEP, it was decided to administer the Primary 1 level of the test within one week of the time that the program session opened at each site. Results of this testing were to be used both to determine the approximate level of instruction for each student and to obtain baseline scores for the assessment of growth in reading skills. As is shown below in Table 6, forty-one students, 24% of all students tested, scored above the range of the Primary 1 test. For these students, the pretesting revealed only that they would earn reading grade equivalents greater than 3.4.

Table 6

Number of Children Scoring Above range of Metropolitan Reading Achievement Test, Primary 1, Shown as a Function of Site

SITE	NUMBER OF CHILDREN	PERCENTAGE OF CHILDREN TESTED BY SITE
Billings	6	50%
Fairview	7	20%
Fromberg	7	41%
Glendive	4	36%
Hysham	3	11%
Kinsey	3	30%
Sidney	5	28%
Terry	3	19%
Worden	3	19%
TOTAL	41	24%

The average reading grade equivalents for those students who scored within the range of the reading test are shown in Table 7 for each of the nine project sites. An analysis of variance was performed to determine whether reading scores were equivalent at all nine sites. It was found that reading scores were equivalent for all sites. This analysis is summarized in Table 8.

Table 7

Reading Grade Equivalents From Metropolitan Achievement Test, Primary 1, Shown as a Function of Site*

SITE	Mean	Number
Billings	2.2	6
Fairview	2.5	29
Fromberg	2.5	10
Glendive	2.5	7
Hysham	2.2	28
Kinsey	2.6	7
Sidney	2.5	14
Terry	2.4	13
Worden	2.4	13

*Forty-one students obtained grade equivalents above 3.4 These students are not included in this table because their performance exceeds the range of the test.

Table 8

Summary Analysis of Variance Table for Reading Standard Scores*

Source	df	MS	F
Between Sites	8	151.84	1.42
Within Sites	159	106.72	

*Forty-one students obtained standard scores which exceed the range of the test. These scores were not included in the analysis.

The evaluation design called for assessing the reading levels of students again at the end of the program. A more advanced version of the Metropolitan Reading Achievement Test would have been used with those students who scored close to or beyond the upper range of the Primary 1 level. The posttesting would have provided an indication of students' progress in basic skills during the period of the Montana MCEP. Unfortunately, the Billings supervisor would not permit the posttesting to be conducted. Consequently, there is no evidence that students progressed in basic skills. This omission is particularly unfortunate given the heavy program emphasis upon instruction in basic skills.

The individuals involved in planning the Montana program place great value on individualized approaches to instruction. There is evidence that individualized instruction was successfully implemented during the 1974 session. In 85% of the classroom observations some activities were observed being conducted for small groups or for individual students. Eighty-seven percent of the observations found classrooms organized so that activities designed for small groups or individualized instruction were possible. In 96% of the observations it was judged that there were enough teachers and aides in the classroom to provide individualized instruction.[1]

Self-Image

Sixty-seven elementary level students received pretest and posttest administrations of a self-esteem inventory. This inventory is designed to assess the degree of a student's positive feelings about him/herself. The inventory has acceptable reliability as a measuring instrument with migrant children and has been used with children who reside in Montana as well. The average scores on the pretest and posttest for the sixty-seven migrant students are shown in Table 9. It is also indicated in this table that the t test for differences between the pretest and posttest means did not reveal a significant difference. In other words, the children's self concepts did not change on the average during the summer session.

Table 9

Scores on Self-Esteem Inventory (Maximum = 22) for Sixty-Seven Students Receiving Pretest and Posttest

	Pretest	Posttest	t
Mean	14.94	15.21	<1
Standard Deviation	3.51	3.32	

[1] A complete summary of information gathered through the classroom observations is presented in Appendix B.

It is also interesting to compare the self concept scores of the migrant children with the scores of one hundred thirty sixth grade children who reside in Montana. The average score for the Montana residents is 15.83 with a standard deviation of 5.52. These figures suggest that the self concepts of migrant children may not be substantially different from the self concepts of their agemates who are not part of the migrant stream. Interestingly, only seven percent of the migrant children scored a full standard deviation below the average for the Montana residents. By this criterion only seven percent of the migrant children would be defined as requiring extraordinary efforts toward improving their self concepts.

Career Awareness Skills

The New Mexico Career Planning Test was administered to students in the secondary project at the beginning and toward the end of the program. Alternate forms of the tests were used as pretest and posttest. Only sixteen secondary students were in attendance both at the time of the pretest and the posttest. Average scores for these sixteen students can be found in Table 10. No significant gains from pretest to posttest were found with this test.

Table 10

Scores on Career Planning Test (Maximum = 20) for Sixteen Secondary Students Receiving Pretest and Posttest

	Pretest	Posttest	t
Mean	9.38	9.69	<1
Standard Deviation	2.70	2.73	

Preschool Program

Measurement of developmental changes among children in the preschool program was conducted at three different age levels: infants (one month—18 months), toddlers (19 months—four years) and preschoolers (four years—six years). Assessment at each level consisted of sampling nine behaviors from the list of program behavioral objectives for that level. Behaviors were sampled from the areas of social development, language development and cognitive development. The development scales were designed by the staff of IDHR of Random House Corporation. Behavioral assessments of a sample of children from each of the three age levels were made at the beginning and again at the end of the program. The reliability of measurement of the scales reached an acceptable level for the infant scale (.72) but did not reach an acceptable level for the toddler or preschool scales (.67 and .64 respectively). Hence, a t test for differences between pretest and posttest means was performed only for the infant scale. The t test revealed no significant difference in level of development between the pretest and posttest assessments. Average scores for the infant, toddler and preschooler scales are given in Table 11.

Table 11

Scores on Pretests and Posttests for
Students in Preschool Program

		Pretest	Posttest	t
INFANT	Mean	5.22	5.13	<1
	Standard Deviation	1.13	1.39	
	Number	23	23	
TODDLER	Mean	5.26	6.00	------
	Standard Deviation	2.05	1.89	
	Number	34	34	
PRESCHOOLER	Mean	7.18	7.47	----
	Standard Deviation	1.71	1.33	
	Number	38	38	

In addition to the measurement of impact of the preschool program upon children's development, a process evaluation was also conducted in the preschool program. The process evaluation included formal observations of the various preschool and day care sessions and ratings of the curricular and training materials provided for use in the preschool program.[2] On the whole, the classroom observations paint a favorable picture of the preschool program in action. For example, in seventy-seven percent of the ratings, the observer felt that the children seemed to enjoy the lesson observed. In one hundred percent of the observations the teachers and aides were seen as praising the children.

The classroom observations do reveal that the care and attention given to the infants is less than optimal. Only forty-seven percent of the observations indicate that the caregivers talk to the infants. Only twenty-nine percent of the observations found toys and/or mobiles available in the cribs for infants. Sixty-five percent of the observations found no physical stimulation provided for the infants.

The ratings of the training booklets, curricular materials and manuals provided in the preschool program were generally favorable though not enthusiastic. Among the curricular materials the most favorable ratings were given to the Game Oriented Activities for Learning. The Boger Socialization Lessons received the least favorable ratings.

[2]Complete summaries of observations and ratings of materials in the preschool program are presented in Appendices C-1 and C-2.

Bilingual Instruction

Classroom observations at the various project sites found very little evidence of bilingual/bicultural approaches to education in the elementary and secondary programs. In only 15% of the observations were some activities being conducted using bilingual materials or did the lesson plan call for any bilingual activities. Sixty-six percent of the observations found no Spanish speaking teacher or aide assigned to the classroom, and 77% failed to see evidence of staff using Spanish while speaking to the students in the classroom. There was slightly more evidence of efforts to use a bilingual/bicultural approach in visual displays with 44% of the observations finding displays on the bulletin board or elsewhere in the room which were bilingual or in Spanish.

Classroom observations indicate that the staff spoke Spanish considerably more in the preschool than in the elementary and secondary programs. Although only 9% of the preschool staff were observed speaking Spanish all of the time, 31% were observed speaking Spanish most of the time. On the other hand, 47% of the staff were observed speaking Spanish either rarely or never. However, each of the nine project sites did have at least some staff who spoke Spanish all or most of the time.

A review of meal menus at three sites was conducted to determine the frequency of inclusion of Mexican food items in meal planning. At two of the sites some Mexican food items appeared to be served approximately once each week. At the third site no Mexican food items were served. The cook at this site expressed that she did not feel comfortable trying to prepare Mexican food items. However, interviews with several students suggest that students include Mexican food items among their favorite foods.

Community Understanding

Informal interviews were conducted with a small sample of townspeople residing in the communities in which the Migrant Education Program is operated. Most of the individuals interviewed were encountered in local shops and businesses. A total of twenty-three individuals participated in the interviews.

Eighteen of the twenty-three people interviewed said that they had heard of the migrant program. None of the individuals questioned was aware of any activities at the migrant school which include the community. A majority of those questioned were unaware of any community activities for the migrants. Feelings about the program on the part of those interviewed were not consistently positive or negative. Positive feelings ranged from general acceptance of the program to appreciation of the money which the program brings into the community. Criticisms of the program included resentment over the special help given to migrant children who do not seem to be in any greater need than local children and feelings that the government should not supply baby-sitting service.

All but one of the project directors reported that community members other than the staff were in attendance at the Parents' Day activities. Most project communities had an article in the local newspaper describing the migrant school.

Comprehensive Health Program

Services in health care and education were available to all students attending the migrant schools. The number of children referred and treated for medical, dental and other health problems indicates that health care is one of the major services provided by the MCEP. A summary of the number of health problems identified, referred, and treated is shown in Table 12. The number of problems successfully referred and treated represents an overwhelming majority of the total number of health problems identified.

Nurses and nurses' aides at the various project sites provided information to parents regarding proper health care for their children with medical and dental problems. Nurses indicated that in most instances parents did follow through with recommendations.

Table 12

Summary of Health Problems Identified, Referred, and Treated Shown as a Function of Site

	TYPE OF PROBLEM				
SITE	Vision	Dental	Audio	Medical	TOTAL
Billings	1	38	2	14	55
Fairview*	12	94	0	73	179
Fromberg	4	34	0	9	47
Glendive	10	20	0	35	65
Hysham	5	28	1	12	46
Kinsey	7	0	0	11	18
Sidney	1	23	0	25	49
Terry	13	130	6	49	198
Worden	2	23	0	28	53
TOTAL	55	390	9	256	710

*combines elementary and secondary statistics

In addition to recommendations for specific health problems, nurses also provided some general health education to children and their parents. Children were instructed in personal hygiene and were shown health films. At some of the sites parents received information on such topics as emergency first aid, nutrition, family planning and venereal disease.

The nutritional services in three project sites were reviewed by a representative from School Food Services in the Office of the Superintendent of Public Instruction. In general, the meals and menus were rated as containing acceptable variety and as attractive visually.

Parental Involvement

The staff at all nine project sites conducted some type of Parents' Day event planned primarily for the families of migrant students but also including other community members. All project directors reported good attendance at Parents' Day by the migrant families and the school staff. All directors felt that Parents' Day helps to increase cultural awareness and understanding between the project staff and the migrant families.

The most frequently reported form of parent involvement in school activities was contact between nurses and parents to discuss the health care of children. In a few instances project directors reported exchanges with parents regarding community facilities and jobs. It was reported that some parents do drop in at the school. No parent involvement in program planning or in the conduct of classroom activities was reported.

Parental Evaluation

An attempt was made to obtain subjective evaluations of the MCEP from a parent of every child in the program. Evaluation survey forms were distributed to parents and collected by the recruiters. A total of 193 forms was returned. The parental evaluations as indicated on the survey forms are overwhelmingly positive. Ninety-eight percent of the respondents felt that their children like the Montana school, and 96% felt that their children were learning at the school. Forty-four percent rate the Montana school better than the schools in other states which their children have attended. No respondents felt that the Montana school is not as good as schools in other states. See Table 13 for a summary of responses to the parental evaluation survey. Narrative comments which were recorded on the survey forms are reproduced in Appendix D.

Table 13

Summary of Responses to Parental Evaluation Survey

1. Have you had any problems in finding the location of the Montana Migrant school?

__6%__ Yes, it was difficult to find the school.

__92%__ *No, I had no problems in finding the school.

3. Have you ever visited the Montana Migrant school?

__78%__ Yes, I have visited the school.

__21%__ No, I have never visited the school.

4. If you have visited the school, did you feel welcome there?

__79%__ Yes, I felt welcome.

__0%__ No, I did not feel welcome.

20% (NO RESPONSE)

5. Have people from the Montana Migrant school visited your home?

__88%__ Yes, someone from the school has visited my home.

__9%__ No, no one from the school has visited my home.

6. Do your children (child) seem to like the Montana Migrant school?

__98%__ Yes, my children (child) like the school.

__0%__ No, my children (child) do not like the school.

1% (NO RESPONSE)

7. Do you feel that your children (child) are learning anything at the Montana Migrant school?

__96%__ Yes, I feel that my children (child) are learning at the school.

__0%__ No, I do not feel that my children (child) are learning at the school.

2% (NO RESPONSE)

8. Responses to this item do not lend themselves to numerical tabulations. The responses are listed in Appendix D.

9. How does the Montana Migrant school compare, overall, with the schools in other states which your children (child) have attended?

__44%__ The Montana school is better than schools in other states.

__37%__ The Montana school is about the same as schools in other states.

__0%__ The Montana school is not as good as schools in other states.

17% (NO RESPONSE OR MORE THAN ONE RESPONSE)

10. Would you like to see changes in the Montana Migrant school?

__15%__ Yes, I would like to see changes in the school.

__61%__ No, I would not like to see changes in the school.

23% (NO RESPONSE)

*Percentages may not total to 100% because of truncating error in computer processing.

Staff Improvement

Preservice and inservice training were provided to the migrant staff to improve their professional capabilities. Prior to the 1974 session, the first annual Montana's Conference on Migrant Education was held in Billings. Training in a broad range of content areas was offered at the conference. Additional preservice training was provided to project directors and supervisors, reading teachers, nurses, physical education teachers and preschool teachers through their attendance at conferences. Consultants were available to staff throughout the program in reading, career education, health, physical education and early childhood education.

Classroom observations in the elementary and secondary programs revealed that staff were operating with lesson plans in 74% of the classrooms observed. More impressive is the observation that in 94% of the observations activities being conducted in the classrooms appeared to have been well planned.

There was evidence that the migrant staff were successfully implementing the directive of using individualized instruction. However, there was little evidence of compliance with the directive of bilingual approaches to instruction in the elementary and secondary programs.

A measure of attitude toward the Montana school was administered to elementary level students. It was decided that staff effectiveness should be partially evaluated on the basis of how students feel about the teachers in particular and about the school in general. Average scores on the School Sentiment Scale for each of the nine sites are given in Table 14. Perhaps of more particular interest are the responses by item summarized for the MCEP as a whole. This information can be found in Table 15. Ninety-five percent of the children indicated that they like the teachers, and the same number said that they would like to return to the school again next year. These figures speak well for the efforts of the staff.

Table 14

Scores on School Sentiment Scale (Maximum = 10) Shown as a Function of Site

SITE	Mean	Standard Deviation	Number
Billings	9.15	.56	13
Fairview	7.88	2.35	25
Fromberg	8.86	1.46	14
Glendive	9.29	.49	7
Hysham	9.31	1.32	39
Kinsey	9.63	.62	16
Sidney	8.75	.93	16
Terry	9.46	.43	24
Worden	8.87	1.13	15
TOTAL	8.94	1.40	153

Table 15

Summary of Responses by Item to School Sentiment Scale

	Item	"Yes" Response	"No" Response
1.	Do you like the food?	96%*	3%
2.	Would you like to come again to this school next year?	95%	4%
3.	Did you learn anything?	97%	2%
4.	Did you like the swimming?	98%	1%
5.	Did you like the teachers?	95%	4%
6.	Do you like the school in Montana as well as the schools you go to during the rest of the year?	89%	9%
7.	Did you make any friends in school?	98%	1%
8.	Do you take books or work home with you?	56%	43%
9.	Did you understand what the teachers were saying most of the time?	93%	6%
10.	Did your teacher say something about you to make you feel bad?	13%	86%

*Percentages do not total to 100% due to truncating error in computer processing.

Staff Awareness

In an effort to increase awareness of the language and culture of migrants, the instructional staff were provided specially prepared manuals written by the career education consultant to the Montana MCEP. The Billings supervisor also indicated that instructors participated in Spanish language classes several times per week throughout the program. The MCEP also employed a coordinator of recruiters whose responsibilities included working to improve understanding between the migrant people and the staff.

Cooperative Learning Activities

Cooperative learning activities refer to activities prepared cooperatively between teachers from different subject areas. Inspection of weekly lesson plans confirmed planned cooperative learning activities for only 23% of the teachers.

Continuity in Curriculum

Continuity in curriculum throughout the nine project sites was evident in the areas of language arts and, to some extent, in career education for those sites which conducted career education. In addition, extensive curriculum guides and curricular materials were provided for the pre-school program. Curriculum guides did not exist for other subject areas in the elementary program.

DISCUSSION AND RECOMMENDATIONS

The data available regarding the operation of the MCEP during 1974 provide much information useful in evaluating the success of the program and in planning future programs. A brief discussion of the available information can illuminate only a few of the many issues which might be considered in planning the program for future years.

One the clearest conclusions to be drawn from the data is that the individuals involved in and affected by the MCEP judge it to be an overwhelming success. In their responses to the School Sentiment Scale children expressed very positive feelings about various aspects of the program. Most revealing, perhaps, is the fact that 95% of those children responding to the scale expressed the desire to return to Montana schools next year.

The feelings expressed by parents in their evaluations of the MCEP were also very positive. The tabulated responses as well as the narrative comments made on the evaluation forms clearly reveal that the services provided through the MCEP are useful and beneficial from the point of view of the parents. This appreciation seems to be independent of the extent of parents' awareness of the instructional services provided in the program.

The directors of the nine project sites were asked to summarize the strengths and weaknesses of the MCEP during the 1974 session. Several of the directors described the session as the best or one of the best years for the program. Among the strengths of the program cited by directors were the competent staff, the curriculum materials in language arts and mathematics, the eagerness of the students, the successful recruitment effort, and the good rapport with parents. The short duration of the program was cited most frequently by directors among weaknesses of the program. Other weaknesses included the record transfer system, lack of parent involvement, testing and the day care program.

In addition to the subjective reactions of participants, the issues discussed below should be considered in planning future sessions of the MCEP.

Basic Skills

One of the major emphases of the MCEP has been instruction in basic skills, particularly reading. This year for the first time the evaluation plan for the MCEP included a systematic approach to obtaining an indicator of progress in reading. The plan called for pretesting and posttesting students with the Metropolitan Reading Achievement Test. This procedure would have provided a global index of the success of the MCEP in improving basic skills. The fact that the evaluation was not permitted to be carried to completion points to a problem in need of resolution. The problem can be posed as a question: Should the staff of the MCEP commit themselves to improving basic skills? This question might be answered either "yes" or "no," and the staff of the MCEP are urged to assess their feelings on this matter.

If the staff continue to regard instruction in basic skills as a major goal of the program, then some appropriate information should be obtained regarding progress toward this goal. Certainly no one expects major remedies of educational deficiencies to be accomplished in one month. Such expectations would be inconsistent with knowledge about the learning process. On the other hand, any goals which are worth positing as major goals of the program merit some systematic effort to gauge their attainment.

Perhaps the best approach would be to arrive at a much greater level of specificity for objectives in basic skills. Instruction could be designed around a small set of quite specific performance objectives most likely tailored to the needs of each child. In the area of reading, for example, the summer program would open with diagnostic testing to determine the precise level of proficiency in reading skills for each child. To some degree such an initial effort is already made in the MCEP. However, testing should be followed by prescription of instruction for each student designed to enable the student to acquire a few (probably no more than five) specific reading skills. Formal evaluation should be built into the program to test the student's proficiency following instruction and practice in each of the skills. Evaluation would then consist of determining whether, for example, 90% of the students successfully mastered four of the five skills prescribed for them. Of course implementation of this procedure would require more preparation time prior to the opening of the summer session than do the present procedures. One technique to reduce time required for diagnostic testing would be to establish closer communication with the schools attended by students in Texas and California to obtain information about student skill levels prior to their arrival in Montana. An analagous procedure could also be developed for mathematics instruction.

Evidence accumulated through classroom observations during the 1974 session indicates that there is sufficient staff to conduct individualized instruction and that, indeed, most instructors are already operating with some degree of small group or individualized instruction. The evidence supports the feasibility of individualized instruction and assessment in basic skills. The staff of the MCEP are to be commended for their successes to date in this regard.

The language arts area appeared to be the one area in which continuity in curriculum was evident throughout the nine project sites. Certainly continuity in curriculum facilitates work for common instructional goals. The staff of the MCEP are urged to strive for continuity in curriculum in other subject areas. The staff might also regard the objectives for the preschool program as a useful model for developing performance objectives for basic skills.

If, on the other hand, the staff of the MCEP do not feel that it is practical to expect measurable progress in basic skills during a brief summer program, program planning might take an entirely different direction by deemphasizing instruction in basic skills in deference to some of the other national goals for migrant education.

The staff of the MCEP are urged to continue to make use of the national record transfer system. This system seems to hold promise despite the problems encountered in its use to date. Any information relevant to the goals for migrant education should be entered into the system. For example, the scores on the Metropolitan Reading Achievement Test should be entered into the system for those children who scored within the range of the Primary 1 version of the test.

Career Education

State goals for the MCEP call for development of a career education program and exposure of children to the program. A curriculum guide was developed in career education, and children did receive exposure at several sites. Some of the career education activities observed were among the most imaginative and stimulating activities observed in any classrooms.

The staff of the MCEP are encouraged to expand the career education program and to make it available to children at all project sites. Clearly one of the major goals of migrant education is to increase the opportunity and capability of migrant people to make choices of life styles. Career awareness is a critical aspect of that ability to make choices.

The secondary program, in operation for the first time this year, offered a varied program in vocational skills training. While the program appears to be functioning well, it is recommended that instruction in career awareness as well as career or vocational counseling be offered to all students in the secondary program. The absence of more general offerings in career preparation may account for the failure to find any evidence of growth in career planning skills among students in the secondary program. Evaluation of the secondary program should consist of monitoring the percent of students who earn certificates of vocational competency as well as evidence of growth in career planning skills.

The staff of the MCEP should consider developing a training program for classroom aides. Students enrolled in the course could be employed and receive practical training in the day program. Practical training could be supplemented by classroom instruction in the evening program.

Bilingual/Bicultural Education

The supervisors and directors of the MCEP are advised to clarify policy with respect to bilingual/bicultural education. At best the program could be a broadening experience in cultural exchange for the students, the staff, and the general community. This optimum has not been fully realized in the program to date.

It is reported that all instructional staff of the MCEP received regular Spanish language instruction during the session. It is surprising then that so little use or attempted use of Spanish was observed in the classroom. It is true that migrant children must learn survival skills in an English-speaking culture. However, this necessity does not preclude the mutually enriching features of a truly bicultural education.

The entire staff of the MCEP are urged to spend time observing in the classrooms of those few instructors who function comfortably in a bilingual atmosphere. Among the most notable exemplars of this approach were a language arts instructor at Terry and a career education instructor at Glendive. These instructors appeared quite effective in teaching their respective content areas and at the same time seemed to build a rapport unequalled in other classrooms.

Bicultural education refers to more than the language of conversation. There is a wealth of instructional materials in Spanish which might be made available to students for their own use. Visual displays in the project schools could be improved by including more Mexican-American themes. Meals are an additional aspect of bicultural education. Although some sites were serving some Mexican-American foods in their nutrition program, more of this could be done. This is an area where the migrant families themselves could be very helpful. The School Food Services in the Office of the Superintendent of Public Instruction is another resource in planning Mexican-American meals.

Preschool Program

Observations of the preschool program in operation indicate that the program functioned well in all aspects except the day care for infants. There did not appear to be sufficient staff to provide any sort of enrichment over and above meeting minimal physical needs of the infants. It is recommended that the planning of future sessions of the MCEP include provision for enrichment activities with infants.

The scales for measuring developmental levels of the toddlers and preschoolers proved to lack sufficient reliability for determining growth during the session. The RPDE staff are able to share information useful in revision of the scales if the program staff so desire.

Parental Involvement

There is little evidence of parental involvement in the daily activities of the migrant schools. Although it is recognized that there are problems in terms of the availability of parents to attend frequent meetings or other activities of the school, there are possibilities for greater parental involvement which should be explored. One possibility would be to involve mothers of infants as aides in the day care program. This procedure could have mutually beneficial features and could contribute to the career development of the mothers involved. The training could help the mothers develop careers as classroom aides. An additional possibility is to involve the migrant parents as consultants in meal planning with particular reference to the preparation of Mexican food items. For purposes of general program planning it might be feasible for some of the MCEP staff to travel to Texas to meet with some of the parents before the summer session.

Health Services

The comprehensive health program provided by the MCEP is an extremely beneficial service to the migrant children and their families. Because no specific objectives were formulated for the particular types of health care or the number of children to be served, it is not possible to judge those services which were provided in relation to particular expectations for health services. Nonetheless, it is apparent that a large percentage of children received treatment for dental and other medical problems.

One potential area for improvement of the health program is in the area of psychological services. Although at least one staff member of the MCEP had guidance services included on his job description, the program does not appear to be set up to deliver such services. The staff of the MCEP are urged to consider ways of making psychological services more available to children in light of the explicit mention of psychological services in the national goal for health services.

Community Understanding

It is likely that the majority of the residents of project communities are aware that the program exists. However, few residents seem to understand the program in any depth. The staff of the program should consider new ways for increasing community understanding of the program. Activities involving both the migrant children and resident children seem to be especially promising. An effort might be made to involve migrant children in organizations and activities which already exist for children in the local community. Similarly, resident children might be included in activities planned for the migrant children such as swimming, films, and field trips.

SUMMARY OF RECOMMENDATIONS

The Research, Planning, Development and Evaluation Component makes the following recommendations for future sessions of the Migrant Children's Education Program:

1. The staff of the MCEP should clarify their goals with respect to the teaching of basic skills. If the staff are committed to improving basic skills, then objective-based instruction and assessment techniques should be implemented in language arts and mathematics.

2. The staff of the MCEP should establish continuity in curriculum and in instructional objectives for all subject areas.

3. The staff of the MCEP should continue to make use of the national record transfer system. Relevant data from the 1974 session, including scores on the Metropolitan Reading Achievement Test, should be entered into the system.

4. The staff of the MCEP should expand the career education program and make it available to children at all project sites.

5. The staff of the MCEP are urged to offer instruction in career planning and career counseling in the secondary program.

6. The staff of the MCEP should consider offering training for classroom aides through the secondary program.

7. The supervisors and directors of the MCEP should clarify policy with respect to bilingual/bicultural education.

8. The staff of the MCEP should consider expanding the bicultural features of the program through increased use of conversational Spanish in the classrooms, provision of instructional materials in Spanish, increased use of bicultural visual displays, and planning more Mexican-American foods in the meal program.

9. The staff of the MCEP should provide more enrichment activities for infants in the day care program.

10. The staff of the MCEP should increase parental involvement in the daily activities of the school through such practices as employing mothers of infants as aides in the day care program, consulting parents in the preparation of Mexican food items, and program planning sessions possibly conducted in Texas.

11. The staff of the MCEP should attempt to make psychological services more available to children in the program.

12. The staff of the MCEP should explore ways of promoting community understanding through activities involving the migrant children and children of the resident community.

APPENDICES

APPENDIX A

INSTRUMENTS USED TO ASSESS PROGRAM EFFECTIVENESS

A-1 Self-Esteem Inventory

A-2 Scoring Sheet for Infants

A-3 Scoring Sheet for Toddlers

A-4 Scoring Sheet for Preschoolers

A-5 Parental Evaluation Survey Form

A-6 School Sentiment Scale

APPENDIX A-1

Self-Esteem Inventory

Site _____ Name _____ Age __

"YO"

DIRECTIONS: Read each of the following statements and decide whether the statement describes feelings which are mostly like you or unlike you. There are no correct or incorrect answers.

SI	NO		
____	____	1.	I have many things to be proud of.
____	____	2.	It is easy for me to make friends.
____	____	3.	I wish I could change my looks.
____	____	4.	I am an unlucky person.
____	____	5.	I have trouble knowing what to say to other people.
____	____	6.	I like myself.
____	____	7.	I am bored most of the time.
____	____	8.	I enjoy being with my family.
____	____	9.	I like my looks.
____	____	10.	Other kids seem to have more fun than I do.
____	____	11.	I feel uncomfortable at school.
____	____	12.	There are lots of things which I do well.
____	____	13.	I am as smart as most of my friends.
____	____	14.	I feel uneasy around other people my age.
____	____	15.	I do well in sports.
____	____	16.	My parents understand me.
____	____	17.	I am clumsy.
____	____	18.	I often feel tense and upset.
____	____	19.	I do well in school.
____	____	20.	I feel lonely much of the time.
____	____	21.	I feel ugly.
____	____	22.	I am happy most of the time.

Appendix A-2

MONTANA PRESCHOOL PROGRAM FOR MIGRANT CHILDREN

SCORING SHEET FOR INFANTS

(1 month - 18 months)

		Achieved	Not Achieved
I.	SOCIAL DEVELOPMENT		
A.	Imitate and respond to adult faces	0	1
	Tester stands over infant and makes dramatic expressions facially. Infant can respond in several ways: facially, verbally, or motorically.		
B.	Exhibit knowledge of body parts	0	1
	Tester names parts of face, one at a time. Infant responds by pointing to at least 2 parts correctly on his own face.		
C.	Exhibit ability to eat on his/her own	0	1
	Give child cookie. Infant should move cookie or part of it to his mouth and attempt to eat it.		
II.	LANGUAGE DEVELOPMENT		
A.	Exhibit auditory response	0	1
	Shake rattle next to infant's head. Infant should respond by turning head.		
B.	Exhibit speaking exchange patterns	0	1
	Establish "conversation." Infant should alternate turns speaking (baby talk) with tester (speaking normally).		
C.	Associate word with object	0	1
	Infant should point to named object.		

III. COGNITIVE DEVELOPMENT	Achieved	Not Achieved
A. Follow object visually Move object (Example: doll, keys) horizontally in front of infant's face. His eyes and head should follow the motions.	0	1
B. Exhibit knowledge of cause/effect Tie string to infant's toy; place toy out of reach; leave string within reach. Infant should pull string to get toy.	0	1
C. Exhibit knowledge of size concepts Stack (or nest) 4 units of stacking/ nesting toy in correct order.	0	1

TOTAL ☐

Appendix A-3

MONTANA PRESCHOOL PROGRAM FOR MIGRANT CHILDREN

SCORING SHEET FOR TODDLERS

(19 months to 4 years)

		Achieved	Not Achieved
I.	SOCIAL DEVELOPMENT		
A.	Imitates tester in a simple action game	0	1
	Tester assumes role of leader in a "Follow the Leader" game. The child copies at least 3 of 6 actions executed by the tester (i.e., touch head, clap hands, touch nose, touch shoulders, stamp feet, etc.).		
B.	Takes part in sharing situations	0	1
	Child takes turns with tester in using a crayon to color a picture.		
C.	Will interact with strangers without extreme shyness	0	1
	Within about 5 minutes after the tester (a stranger) is first introduced to the child, he shows a willingness to work or speak to tester.		
II.	LANGUAGE DEVELOPMENT		
A.	Name colors	0	1
	With wooden shapes from "Post Office" toy, ask toddler to name each of the colors present. Toddler should approximate names of 2 colors.		
B.	Discriminate colors	0	1
	Ask toddler to make pile of red (or any color) shapes from "Post Office" toy. Toddler should select most of the appropriately colored shapes for his pile.		

		Achieved	Not Achieved
C.	String beads from directions With an appropriately prepared string, ask child to put some shapes from "Post Office" toy on the string. Toddler should attempt to do so.	0	1
III.	COGNITIVE DEVELOPMENT		
A.	Exhibits understanding of open/close With "Postal Station" toy, ask toddler to open and close the door. Toddler should respond by doing so.	0	1
B.	Exhibits understanding of empty/full Fill one small bag (box) with items and leave another bag (box) empty. Ask toddler to point to the empty container and the full container. He should point to appropriate container on request.	0	1
C.	Match items used when eating Have toddler match 3 items from Palmer "utensils" session.	0	1

TOTAL [ ]

Appendix A-4

MONTANA PRESCHOOL PROGRAM FOR MIGRANT CHILDREN

SCORING SHEET FOR PRESCHOOLERS

(4 years - 6 years)

		Achieved	Not Achieved
I.	SOCIAL DEVELOPMENT		
A.	Independently initiate interaction with puppet Tester with puppet initiates conversation. Child should respond to questions with minimal prodding.	0	1
B.	Build block tower cooperatively With tester, child should cooperate on sharing blocks and building a 5-block-high tower.	0	1
C.	Wait for a turn Child should wait for his turn while playing the card game with tester.	0	1
II.	LANGUAGE DEVELOPMENT		
A.	Names farm animals Tester shows child 3 dimensional forms of a sheep, cow, horse, pig and chicken. Child will name 3 of 5 correctly.	0	1
B.	Names at least one function of specified item Lesson 2—"Auditory Association" see card	0	1
C.	Identifies body parts "Memory: Identifying body parts." Tester, using a doll, asks child to point to body parts. Child is correct on 4 of 6 items.	0	1

III. COGNITIVE DEVELOPMENT	Achieved	Not Achieved
A. Puts body parts puzzle together "Spatial relations: Face and Body Parts." Tester shows child a picture of a face or body. Tester then presents child with same face or body cut up in 6 pieces as a puzzle. Child completes puzzle to match picture.	0	1
B. Identifies sets of 3, 4, and 5 members Lesson 3—"Whole Numbers and Rational Counting." Child should properly identify sets containing 3, 4, and 5 items.	0	1
C. Copies a linear pattern Lesson 6—"Patterns and Progressions." Child should copy a linear pattern presented to him by the tester.	0	1

TOTAL ☐

Appendix A-5

Parental Evaluation Survey Form

ear Parent:

our answers to the questions on this form will help us to make the Montana Migrant schools do a better job of serving you and your ildren. Please feel free to comment in the space provided.

ame of your children's (child's) school _____

our name _____

Have you had any problems in finding the location of the Montana Migrant school?

_____ Yes, it was difficult to find the school.

_____ No, I had no problems in finding the school.

omments:

a. How many children do you have enrolled in the Montana Migrant school?

I have _____ children (child) enrolled in the school.

b. How many summers have you had children enrolled in the Montana Migrant schools?

_____ summers

. Have you ever visited the Montana Migrant school?

_____ Yes, I have visited the school.

_____ No, I have never visited the school.

. If you have visited the school, did you feel welcome there?

_____ Yes, I felt welcome.

_____ No, I did not feel welcome.

Comments:

. Have people from the Montana Migrant school visited your home?

_____ Yes, someone from the school has visited my home.

_____ No, no one from the school has visited my home.

Comments:

6. Do your children (child) seem to like the Montana Migrant school?

_____ Yes, my children (child) like the school.

_____ No, my children (child) do not like the school.

Comments:

7. Do you feel that your children (child) are learning anything at the Montana Migrant school?

_____ Yes, I feel that my children (child) are learning at the school.

_____ No, I do not feel that my children (child) are learning at the school.

Comments:

8. Are there some subjects which you feel should be taught at the Migrant school but are not being taught? If so, please list below.

_____ _____

Comments:

9. How does the Montana Migrant school compare, overall, with the schools in other states which your children (child) have attended?

_____ The Montana school is better than schools in other states.

_____ The Montana school is about the same as schools in other states.

_____ The Montana school is not as good as schools in other states.

Comments:

10. Would you like to see changes in the Montana Migrant school?

_____ Yes, I would like to see changes in the school.

_____ No, I would not like to see changes in the school.

If you would like to see changes in the school what would they be?

_____

_____

_____

Comments:

Thank you for your attention to these questions.

Estimados Padres:

Sus respuestas a las preguntas de ésta forma nos ayudará efectuar para Uds.y sus hijos las escuelas migrantes de Montana. Favor de sentirse libre de comentar en el lugar proporcionado.

Nombre de la escuela de su(s) hijo(s) _____

Su nombre _____

1. ¿Ha tenido Ud. problemas en encontrar el sitio de la escuela migrante de Montana?

   _____ Sí, era difícil encontrar la escuela.

   _____ No, no tenía problemas encontrar la escuela.

Comentos:

2. a. ¿Cuántos hijos tiene Ud. inscribidos en la escuela migrante de Montana?

   Yo tengo _____hijo(s) inscribido(s) en la escuela.

   b. ¿Cuántos veranos ha tenido hijos inscribidos en la escuela aquí en Montana?

   _____ veranos

3. ¿Ha visitado Ud. la escuela migrante de Montana?

   _____ Sí, he visitado la escuela.

   _____ No, nunca he visitado la escuela.

4. Si ha visitado la escuela, ¿se sintió Ud. bienvenido?

   _____ Sí, me sentí bienvenido.

   _____ No, no me sentí bienvenido.

Comentos:

5. ¿Ha visitado alguien de la escuela su hogar aquí en Montana?

   _____ Sí, alguien de la escuela ha visitado mi casa.

   _____ No, nadie de la escuela ha visitado mi casa.

Comentos:

6. ¿Parecen que les gustan la escuela a su(s) hijo(s)?

   _____ Sí, mi(s) hijo(s) le(s) gusta(n) la escuela.

   _____ No, a mi(s) hijo(s) no le(s) gusta(n) la escuela.

Comentos:

7. ¿Siente Ud. que su(s) hijo(s) esta(n) aprendiendo algo en la escuela migrante de Montana?

   _____ Sí, siento que mi(s) hijo(s) está(n) aprendiendo en la escuela.

   _____ No, no siento que está(n) aprendiendo en la escuela.

Comentos:

8. ¿Hay algunas clases que no tenemos en la escuela que Ud. piensa que debemos tener? En caso que sí, favor de alistarlas.

   _____ _____

Comentos:

9. ¿Cómo se compara la escuela migrante de Montana, sobretodo, con las escuelas en otros estados donde han asistido su(s) hijo(s)?

   _____ La escuela de Montana es mejor que las escuelas en otros estados.

   _____ La escuela de Montana es casi igual a las escuelas en otros estados.

   _____ La escuela de Montana no es tan buena como las escuelas en otros estados.

Comentos:

10. ¿Le gustaría Ud. ver cambois en la escuela migrante de Montana?

    Sí, me gustaría ver cambios en la escuela.

    No, no me gustaría ver cambios en la escuela.

Si le gustaría ver cambois en la escuela, ¿cuáles serían?

_____

_____

_____

Comentos:

Gracias por su atención a éstas preguntas.

Appendix A-6

School Sentiment Scale

Site _____ Name _____ Age _____

SI	NO		
____	____	1.	Do you like the food?
____	____	2.	Would you like to come again to this school next year?
____	____	3.	Did you learn anything?
____	____	4.	Did you like the swimming?
____	____	5.	Did you like the teachers?
____	____	6.	Do you like the school in Montana as well as the schools you go to during the rest of the year?
____	____	7.	Did you make any friends in school?
____	____	8.	Do you take books or work home with you?
____	____	9.	Did you understand what the teachers were saying most of the time?
____	____	10.	Did your teacher say something about you to make you feel bad?

APPENDIX B

SUMMARY OF CLASSROOM OBSERVATIONS IN ELEMENTARY AND SECONDARY PROGRAMS

APPENDIX B

Summary of Classroom Observations
In Elementary and Secondary Programs

1a) Is there a daily lesson plan?

74% Yes

26% No

1b) Does the daily lesson plan contain activities which are bilingual?

15% Yes

85% No

2a) Do the activities being conducted in the classroom show evidence that they have been well-planned?

94% Yes

6% No

2b) Are some activities being conducted for small groups or for individual students?

85% Yes

15% No

2c) Are some activities being conducted using bilingual materials?

15% Yes

85% No

3a) Is there at least one Spanish speaking teacher or aide assigned to the classroom?

34% Yes

66% No

3b) Do the teachers and/or aides use Spanish while speaking to the students in the classroom?

23% Yes

77% No

4) Are aides used as teachers in the classroom?

55% Yes

45% No

5) Does a teacher and/or aide respond if a child indicates a need for help?

94% Yes

6% No

6) Is the teacher supportive of each student's individual progress by offering praise or recognition?

94% Yes

6% No

7a) Is the work of the children displayed in the classroom?

72% Yes

28% No

7b) Are there displays on the bulletin board or elsewhere in the room which are bilingual or in Spanish?

47% Yes

53% No

8a) Is the classroom organized so that activities designed for small groups or individualized instruction are possible?

87% Yes

13% No

8b) Are there enough teachers and aides in the classroom to provide individualized or small group instruction?

96% Yes

4% No

8c) Do the teachers and aides work cooperatively?

85% Yes

15% No

9a) Do weekly lesson plans contain evidence of activities prepared cooperatively with a teacher from another subject area?

23% Yes

77% No

9b) Do weekly lesson plans contain activities using audiovisual materials?

38% Yes

62% No

10) Is there a statewide curriculum guide for the Montana Migrant Children Education Program?

8% Yes

92% No

11) Did a teacher or aide punish a child?

2% Yes

98% No

APPENDIX C

SUMMARIES OF CLASSROOM OBSERVATIONS AND CURRICULUM EVALUATIONS IN PRESCHOOL PROGRAM

C-1 Summary of Classroom Observations in Preschool Program

C-2 Summary of Evaluations of Preschool Materials

APPENDIX C-1

Summary of Classroom Observations In Preschool Program

1a. Is there a daily plan for the activities in the classroom?

Yes 88%
No 12%

1c. Was the lesson plan followed?

Yes 85%
No 15%

4a. Are there formal lessons conducted?

Yes 82%
No 18%

4c. Did the children seem to enjoy the lesson?

Yes 77%
No 23%

5. Are some activities conducted for small groups of children rather than the group as a whole?

Yes 88%
No 12%

6. Are the children encouraged to talk via teacher's questions, comments or exposure to materials?

Yes 100%
No

7. Does the teacher praise the children?

Yes 100%
No

8. Do the aides praise the children?

Yes 100%
No

9. Does the teacher listen when the children speak?

Yes 100%
No

10. Do the aides listen when the children speak?

Yes 100%
No

12. Are non-Spanish-speaking teachers or aides able to communicate with Spanish-speaking children?

Yes 91%
No 9%

13a. Are the aides used as *teachers* (not just for serving meals or cleaning jobs)?

Yes 94%
No 6%

13c. Did any center staff members who are not teachers or aides (i.e., cook, director, maintenance workers) interact with the children during your visit?

Yes 79%
No 21%

14a. Did any caregiver use physical punishment?

Yes 9%
No 91%

15. Do the teachers and aides work cooperatively?

Yes 100%
No

16. Did you observe any caregivers, during times that they were supposed to be working with the children, involved in their own personal work or recreational pursuits?

Yes 9%
No 91%

17a. Are eating experiences (snacks and lunch) used as opportunities for learning?

Yes 50%
No 50%

18. Are children permitted to go to the bathroom when they request to do so?

Yes 100%
No _____

19. Is time allotted for free play and exploration?

Yes 100%
No _____

20a. Were any audiovisual aides *used* during your visit?

Yes 82%
No 18%

20c. Were the audiovisual aides used effectively?

Yes 79%
No 21%

21. Is the room decorated with the children's art work?

Yes 74%
No 26%

22. Are wall displays hung at the children's eye level?

Yes 65%
No 35%

23a. Was music used at any time during the day (singing, records, rhythm bank, etc.)?

Yes 77%
No 23%

23b. Was the music chosen for or by the children rather than as entertainment for the aides and/or teachers?

Yes 82%
No 18%

25a. Does the center use an outdoor play area?

Yes 94%
No 6%

25c. If yes, is the outdoor play adequately supervised?

Yes 94%
No 6%

26. Do the (older) children seem self-sufficient? (Examples: able to play alone or in peer groups without close teacher supervision; can do some maintenance tasks, tie shoe laces, or wash hands, or dress on own).

Yes 85%
No 15%

27. Do the children appear clean?

Yes 100%
No _____

28. Are the caregivers physically affectionate with the children?

Yes 100%
No _____

29. Are the older children encouraged to help with clean-up or classroom maintenance chores?

Yes 82%
No 18%

30. Are infants talked to by the caregivers?

Yes 47%
No 53%

31. Are there toys and/or mobiles available in the cribs?

Yes 29%
No 71%

32. Is there physical stimulation provided for the infants (are they encouraged to move)?

Yes 35%
No 65%

Appendix C-2

Summary of Evaluations of Preschool Materials

I. TRAINING BOOKLETS

A. Evaluation by Aides

24% Very informative
60% Informative
13% Partially informative
4% Not very informative
0% Somewhat informative

B. Evaluation by Teachers

23% Very helpful
38% Helpful
38% Partially helpful
0% Not very helpful
0% Not at all helpful

II. CURRICULA

A. Palmer Concept Training Curriculum for Children Ages Two to Five

36% Very useful
9% Useful
18% Partially useful
_____ Not very useful
_____ Not at all useful
36% Not relevant to the age group with which I work

B. Boger Socialization Lessons

12% Very useful
37% Useful
25% Partially useful
12% Not very useful
12% Not at all useful
_____ Not relevant to the age group with which I work

C. Bilingual Early Childhood Program (Nedler)

64% Very useful
27% Useful
9% Partially useful
_____ Not very useful
_____ Not at all useful
_____ Not relevant to the age group with which I work

D. Game Oriented Activities for Learning-Language (GOAL-L)

73% Very useful
9% Useful
_____ Partially useful
9% Not very useful
_____ Not at all useful
9% Not relevant to the age group with which I work

E. Game Oriented Activities for Learning-Math (GOAL-M)

73% Very useful
9% Useful
_____ Partially useful
_____ Not very useful
_____ Not at all useful
18% Not relevant to the age group with which I work

III. MANUALS

A. Infants and Toddlers in the Child Care Center

18% Very useful
27% Useful
9% Partially useful
_____ Not very useful
_____ Not at all useful
45% Not relevant to the age group with which I work

B. Preschoolers in the Child Care Center

17% Very useful
64% Useful
17% Partially useful
_____ Not very useful
_____ Not at all useful
8% Not relevant to the age group with which I work

C. Effective Program Implementation

33% Very useful
33% Useful
33% Partially useful
_____ Not very useful
_____ Not at all useful

D. Planning the Learning Environment

33% Very useful
42% Useful
25% Partially useful
_____ Not very useful
_____ Not at all useful

E. Principles of Early Childhood Education

9% Very useful
64% Useful
18% Partially useful
_____ Not very useful
9% Not at all useful

IV. INSERVICE TRAINING

A. Inservice Training

23% Very helpful
69% Helpful
8% Partially helpful
_____ Not very helpful
_____ Not at all helpful

APPENDIX D

NARRATIVE COMMENTS ON PARENTAL EVALUATION SURVEY

APPENDIX D

Narrative Comments on Parental Evaluation Survey

Question 4. If you have visited the school, did you feel welcome there?

- All the teachers were very friendly and made us feel welcome.
- The people that work there are real nice and very friendly. They are good with the kids.
- The director as well as the staff that work there are very attentive and make one feel as family.
- The school was very interesting.
- They make us feel very good. Everybody was so nice.
- Everybody there was real nice to us.
- No, I haven't visited the school but my daughter has and said everyone is very nice and friendly.
- I think that everybody that works in the migrant school is polite and they make us feel that we are welcome.
- They make us feel like it is our home.
- Everyone talked to me and smiled; it was all nice.
- On the occasions that I have visited this school, I have felt as though I was in my own home, as the people that work here are cordial in their treatment of us.

Question 5. Have people from the Montana Migrant school visited your home?

- Several people from school have visited with us and kept us informed of what is going on in school.
- The coordinator, Alex Feely, came to my house to bring the papers of my children and afterwards visited us at work.
- They were very courteous and polite.
- A very nice gentleman came to find out how many children we had.
- Yes, they came to our house. We were grateful for their offer to help us.
- Yes, people came to our house and tried to help in every way possible.
- We had five teachers visit us last year which turned out very interesting and nice.
- The nurse visited our home to bring some medicine for Tina.
- On occasion, we have received in our home a nurse from the school to gather information regarding the medical needs of some families.

Question 6. Do your children (child) seem to like the Montana Migrant School?

- All our children who have been enrolled over the past six summers seem to like the school.
- My children like school because they like what they were teaching them, and when they got behind they would get help from the teachers.
- The children seem to look forward to going to school.
- They are doing a fantastic job and I enjoy having my children at the school.
- We as parents would like to join the night school if you would prepare one for the future. We would also like to learn a little bit more to prepare more for our families during the future.
- Even our 3 year old girl likes to go.
- They like it very much, especially arts and crafts.
- My child likes school very much of which I'm glad.
- They like the teachers and the food.
- The mother is pleased that her kids are learning to express themselves better in English.

6. continued

- Grateful for providing kids' glasses.
- My little girl comes singing from the bus and laughing.
- Mary Lou says she wishes she could go to school here in Montana "forever."
- Yes, I think my child likes this school because she used to cry and now she likes to go to school.
- They enjoy the school.
- My children like Montana's school for all the advantages.
- Every morning they are anxious to go on the bus. They always talk about what they do.
- They like it because they teach them to sew on a sewing machine and they enjoy music.
- It's reason for joy for my children to board the school bus every day.
- Each time they await anxiously the opening of the program for them and it is reason for joy when the person comes to take the names of the future students.

Question 7. Do you feel that your children (child) are learning anything at the Montana Migrant school?

- Besides the basics of school I especially like the arts and crafts, home ec and swimming.
- They learn more than in regular school in California.
- Yes, I can see the difference.
- My brother likes the shop class the best. He enjoys it better than in other states.
- My little girl and little boy come home smelling real clean.
- I really think that because she goes to this school in the summer, she is advanced in her school work in Big Wells.
- Mainly, the oldest of my children has fun, be it playing or drawing easy things.
- Aside from following a regime of study according to their age, I believe they should learn to live together with other children—to have a social time different from the family's.

Question 8. Are there some subjects which you feel should be taught at the Migrant school but are not being taught?

- I think the Montana migrant school pretty well covers a lot of helpful subjects.
- Teach our young ones the word of the Lord and prayers.
- Vocabulary building.
- Spelling.
- As much English as possible.
- The school of Montana has all the necessary classes for the children.
- Unfortunately, this is the first time my children have attended school because I wasn't informed of the classes given by you.
- Unfortunately, my notions regarding their school program are vague as I abstain from giving an opinion that might be wrong.
- I would like my children to be taught to speak English.

Question 9. How does the Montana Migrant school compare, overall, with the schools in other states which your children (child) have attended?

- The only other school our children attended was in Wisconsin and although it was a very good school, the children seem to like this school better.
- My children seem to think the Montana school is better than schools in other states.
- The Montana school rates very high.
- Here they speak English with them, the kids need to learn English.
- I like the individual instruction, as compared to the programs in Michigan and Ohio.
- I personally feel that learning here (from what I hear from Mary Lou) is a lot more fun and different.

9. continued

- The children don't like any other school in other states as well as they like the Montana migrant program.
- The school of Montana has everything for the children, better advantages; therefore, it is better than the other schools in other states.
- Yes, because the man that drives the bus has patience with the children and drops them off at home or where we walk, working according to what one tells him to do.
- The children tell me that much kindness and consideration is given them in class.

Question 10. Would you like to see changes in the Montana Migrant school?

- Bus driver is great!
- General meeting should be held during the school term.
- We are very appreciative of having the night project for teenagers. We hope to have more improvements by next year. We as parents want to thank the Fairview teachers for this benefit they are doing for the younger people.
- Take care of the children 9 hours a day.
- Just in the kitchen.
- Build a swimming pool. Buy a pony for the kids.
- Any kind of good changes. More toys for the kids.
- Nothing is perfect but it is an almost perfect set-up. What more can parents ask for than free dental work, medical check-up, nutritious food, fun learning, swimming, etc.
- Pick them up a little earlier in the morning and bring them a little later in the evening. Maybe 7:15 a.m. and 4:30 p.m.
- The only one would be a change in the discipline.
- As I said in a previous paragraph, I cannot give any opinion regarding this question without being more informed about it.

- I hope that the comments we hand in serve to keep saving this kind of help, for one, the parents, because here in Montana there are almost totally ranches where one works and it is a great benefit to rely on this school.